

School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

CFDA Numbers: 84.377A; 84.388A



U.S. Department of Education
Washington, D.C. 20202

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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. [OMB approval forthcoming]

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANT (SIG)

Legal Name of Applicant: San Juan School District	Applicant's Mailing Address: 200 North Main Street Blanding, UT. 84511	
LEA Contact for the School Improvement Grant Name: Lynnette Johnson Position and Office: Student Services Director Contact's Mailing Address: : San Juan School District 200 North Main St. Blanding, UT. 84511 Telephone: (435) 678-1227 Fax: (435) 678-4304 Email address: ljohnson1@sanjuanschools.org		
LEA Superintendent or Charter School Director (Printed Name): Douglas E. Wright		Telephone: (435) 678-1211
Signature of the LEA Superintendent or Charter School Director X_____		Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives through this application.		

STATE OF UTAH SCHOOL IMPROVEMENT GRANT 2010 LEA APPLICATION: REQUIREMENTS

Utah Definition of Persistently Lowest-Achieving Schools:

Tier I Schools:

- Title I Served School;
- Identified in Need of Improvement, Corrective Action, or Restructuring under Title I; and
- Lowest 5% or 5 Schools, whichever is greater (in Utah - lowest 5 schools). Utah has no Title I high schools identified as in Need of Improvement, Corrective Action, or Restructuring. Thus, no Title I secondary schools with a graduation rate less than 60% are included in Tier I.

Tier I Newly Eligible Schools:

- Title I Eligible (Served or Not) Elementary School;
- 4-Year Average Reading/Language Arts and Math Proficiency (2006-07, 2007-08, 2008-09, 2009-10) in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier 1 (Dual Immersion at 42% proficiency)] **Note: USOE elected to use a subset of lowest performing elementary schools so that the neediest schools could be served;** and
- Not making expected progress (At least 180 on Utah Performance Assessment System for Students (UPASS) Progress Score – 3-year average from years 2007-08, 2008-09, 2009-10). The state of Utah did not weight “all student” group compared with subgroups.

Tier II Schools:

- Title I Eligible (Served or Not) Secondary School:
 - Lowest 5% or 5 Schools, whichever is greater (in Utah - lowest 5% schools equals seven (7) schools);
 - OR
 - Less than 60% graduation rate (Utah has no high schools identified as Tier II solely as a result of a graduation rate of less than 60%). Utah uses a cohort graduation rate for this definition.

Tier II Newly Eligible Schools:

- Title I Eligible (Served or Not) Secondary School:
 - 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier I (Dual Immersion Academy at 42% proficiency)];
 - Not making expected progress (Utah measure of expected progress is a score of at least 180 on UPASS Progress Score – 3-year average);
 - OR
 - Graduation Rate less than 60%.

Tier III Schools:

- Title I Served School; and
- Identified in Need of Improvement, Corrective Action, or Restructuring under Title I, but not in Tier I.

Tier III Newly Eligible Schools:

- Title I Eligible (Served or Not) elementary school;
- 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: Higher than lowest Tier I school (Dual Immersion Academy at 42% proficiency) and equal to or lower than the highest performing school in Tier I (Oquirrh Hills Elementary at 64% proficiency)] **Note: USOE elected to use a subset of lowest performing elementary schools so that the neediest schools could be served;** and
- Not making expected progress (At least 180 on UPASS Progress Score – 3-year average).
- Schools included on Tier III list that were excluded due to an n size < 40.

LEA APPLICATION REQUIREMENTS

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Mexican Hat Elementary	132	X						<u>X</u>

PART I: DESCRIPTIVE INFORMATION

The actions listed in Part I are ones that an LEA must take prior to submitting its application for a School Improvement Grant.

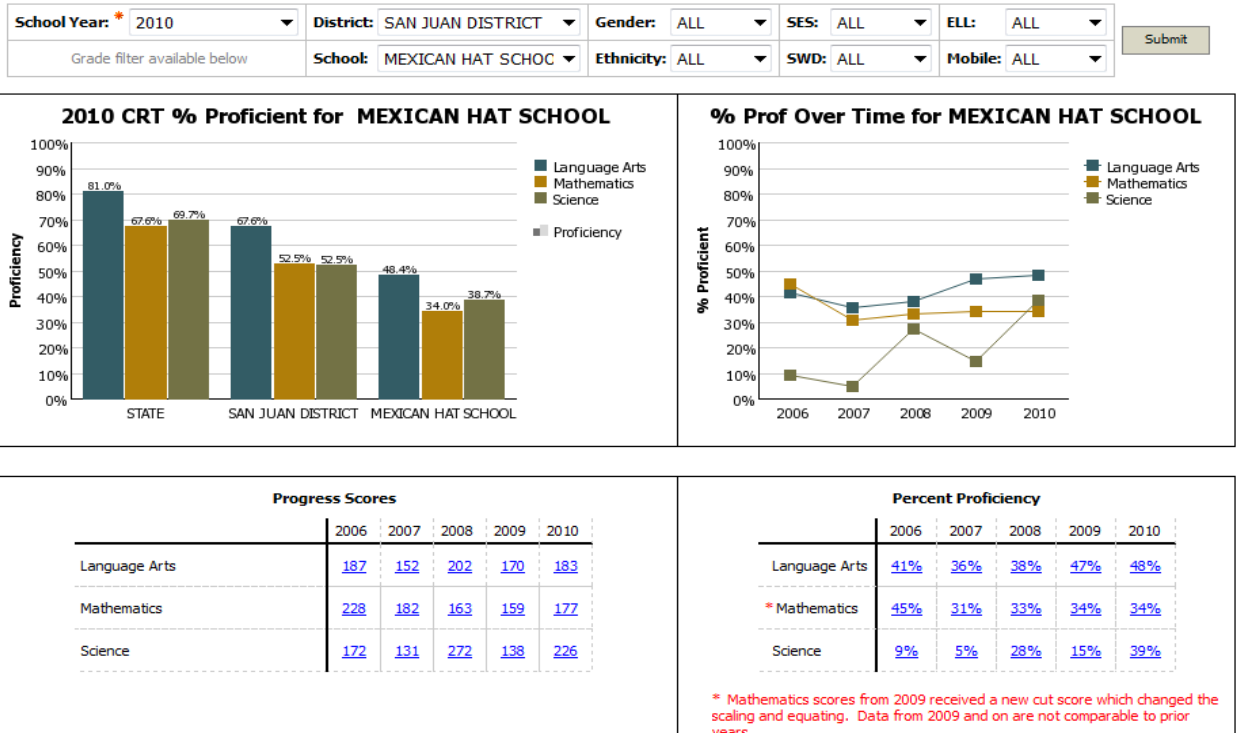
A. The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.

- The state of Utah requires that any LEA making application for the School Improvement Grants 1003g must analyze the needs of each Tier I and Tier II school for which it applies that appears on the state's identified Tier I and Tier II list. Included in the analysis of each school, the LEA should consider the following:

- The **percent of students scoring proficient** for Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);
- Trend data** for both Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);

Mexican Hat has shown some progress in Language Arts over the past 5 years-from 41% proficient to 48% proficient this past school year. We acknowledge that the bar for proficiency has risen and they have made progress; however, we believe this progress needs to accelerate. Math proficiency has remained fairly flat. Science has shown good gains.

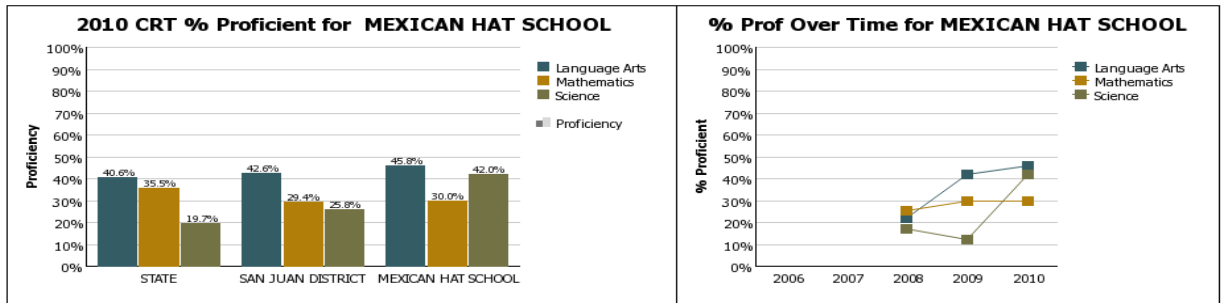
CRT Results for MEXICAN HAT SCHOOL



Students designated at ELL are making better progress the past two years. The District and all schools are making concerted efforts to provide appropriate Tiered interventions for these students.

CRT Results for MEXICAN HAT SCHOOL

School Year: * 2010	District: SAN JUAN DISTRICT	Gender: ALL	SES: ALL	ELL: Yes	Submit
Grade filter available below	School: MEXICAN HAT SCHOC	Ethnicity: ALL	SWD: ALL	Mobile: ALL	



Progress Scores					
	2006	2007	2008	2009	2010
Language Arts			178	179	188
Mathematics			159	151	168
Science			288	154	223

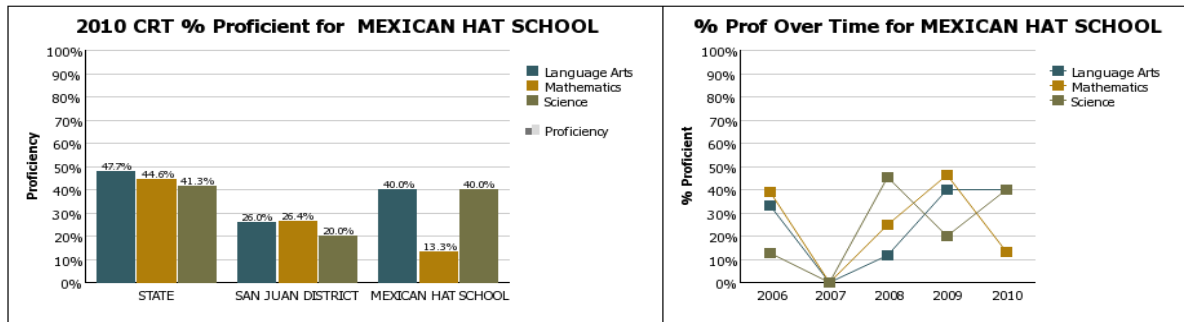
Percent Proficiency					
	2006	2007	2008	2009	2010
Language Arts			22%	42%	46%
* Mathematics			25%	30%	30%
Science			17%	12%	42%

* Mathematics scores from 2009 received a new cut score which changed the scaling and equating. Data from 2009 and on are not comparable to prior years.

Scores for Students with Disabilities show a dramatic drop in mathematics this past year and good gains for Language Arts; however, static scores this past year. Science scores appear to be very erratic.

CRT Results for MEXICAN HAT SCHOOL

School Year: * 2010	District: SAN JUAN DISTRICT	Gender: ALL	SES: ALL	ELL: ALL
Grade filter available below		School: MEXICAN HAT SCHOC	Ethnicity: ALL	SWD: Yes
		Mobile: ALL	Submit	



Progress Scores					
	2006	2007	2008	2009	2010
Language Arts	267	46	156	203	141
Mathematics	217	67	209	194	97
Science	208	0	336	39	200

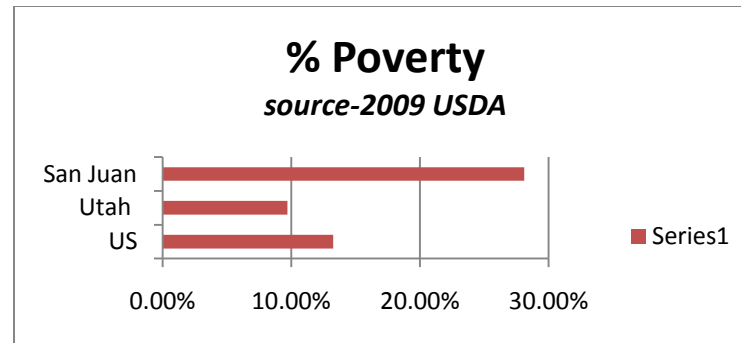
Percent Proficiency					
	2006	2007	2008	2009	2010
Language Arts	33%	0%	12%	40%	40%
* Mathematics	39%	0%	25%	47%	13%
Science	12%	0%	45%	20%	40%

* Mathematics scores from 2009 received a new cut score which changed the scaling and equating. Data from 2009 and on are not comparable to prior years.

1. c. **Demographic information** relevant to the school's achievement in Language Arts and Mathematics;

SCHOOL DEMOGRAPHICS OCTOBER 2010												
School	Title 1 Status	%Free/reduced lunch Poverty Indicator	% Special Education	% McKinney Homeless	% English Language Learners	Active Enrollment October 1, 2010	Ethnicity Count October 2010	Accumulative Enrollment for Ethnicity (Numbers, Percent)				
								American Indian	Hispanic	Other	Total Minority	Caucasian
132 Mexican Hat Elementary	√	90.40%	9%	59%	73%	223	223	216 96.87%	0 0%	0 0%	216 96.87%	7 3.13%
District Total	ALL		11%	28%	25%	2912	3000	1547 51.56%	86 2.86%	29 .43%	1662 55.4%	1338 44.60%

San Juan County is the only county in the State of Utah that is a majority minority—American Indian. The county has been designated by the Economic Research Service, as the only Persistent Poverty County in the State (poverty rates in excess of 20% over 4 census periods). According to the 2009 USDA statistics (most recent available), poverty rates for the US average 13.25; Utah is 9.7% and San Juan County is 28.1%, over 2 ½ times the state average and well over twice the national average. Children attending Mexican Hat are reported at a whopping 90.40% Free & Reduced Lunch status, indicating the great need to improve the academic achievement that is so tied to economic development and future opportunities.



This grinding poverty is evidenced in the relatively low educational achievement levels in the county. According to US Census 2008 numbers, the percent of adults with a Bachelor's degree or higher in the nation is 24.4%; Utah is 26.1% and San Juan County only 13.9%--well below both national and state levels.

1. **d. Contextual data** of the school (attendance, graduation and dropout rates, discipline reports, parent and community surveys);

SAN JUAN SCHOOL DISTRICT
Mexican Hat Elementary School Attendance By Term

By Term ☺	Membership ↕	Days Present ↕	Present Rate ↕	Days Absent ↕	Absent Rate ↕	Tardy Count ↕	Tardy Rate ↕
1	9056	8465	93.47 %	591	6.53 %	265	2.93 %
2	10234	9432	92.16 %	802	7.84 %	378	3.69 %
3	10872	10470	96.30 %	402	3.70 %	153	1.41 %
4	10626	10626	100.00 %	0	0.00 %	0	0.00 %

Discipline/Office referrals have significantly decreased with the addition of a full-time elementary counselor and implementation of the Utah Behavior Initiative program (UBI).

School Year	Enrollment	Office Referrals	% of Students Referred for Discipline
2007-08	172	51	30%
2008-09	190	19	10%
2009-10	205	28	14%
2010-11 (as of February)	223	10	4%

1. **e. Teacher information** (teacher attendance, turnover rates, teaching assignments aligned with highly qualified teacher status, teacher education, experience, and performance evaluations);

Name	Assignment/ grade	FTE	# years experience	Attendance	Highly Qualified?	Education	Evaluation Date /Results	Status
Anderson C.	Kindergarten	1	8	4/183, 2% absent, 98% attendance	YES	Bachelors +30	2010-meets standard	Continuing
Chee A.	3/4	1	3	13/183, 7% absence, 92% attendance	NO	Bachelors	2010-meets standard	Continuing pending- passing PRAXIS this Spring.
Charlie R.	Special Ed	1	23	13.5/183, 7% absence, 93% attendance	YES	Bachelors +30	2010-meets standard	Retiring
Holiday D.	3/4	1	1	9/183, 5% absence, 95% attendance	NO	Bachelors	2010-meets standard	Continuing
Holiday L.	1	1	3	9/183, 5% absence, 95% attendance	NO	Bachelors +15	2010-meets standard	Continuing

Holiday J.	5/6	1	30	0/183, 100% attendance	YES	Bachelors +30	2010-meets standard	Continuing
Kensley A.	3/4	1	7	0/183, 100% attendance	YES	Bachelors	2010-meets standard	Continuing
Mose M.	Kindergarten	1	32	5/183 3% absence 97% attendance	YES	Bachelors +30	2009-meets standard	Continuing (came out of retirement)
Parrish B.	2	1	22	25/183, 13% absence, 87% attendance	YES	Bachelors +15	2010-meets standard	Continuing
Valentine D.	2	1	26	0/183, 100% attendance	YES	Bachelors +30	2010-meets standard	Continuing
Valentine I.	5/6	1	32	16/183, 9% absence, 91% attendance	YES	Masters +30	2010-meets standard	Continuing
Valentine L.	Heritage Language	1	3	12/183, 7% absence, 93 % attendance.	YES	Bachelors	2010-meets standard	Continuing
Whitesides M.	5/6	1	1	New teacher	YES	Bachelors	2010-meets standard	Continuing
Yazzie S.	1	1	1	3.5/183, 2% absence, 98% attendance	YES	Bachelors +30	2010-meets standard	Continuing

Staff turn-over is high (an average of 24%), which makes continuity of program and professional development difficult. Hopefully a new school and the opportunity to earn performance pay and participate in this project will help alleviate this challenge.

Staff Turn-over:

2004-05	3
2005-06	5
2006-07	2
2007-08	2
2008-09	2
2009-10	3
Average	2.83 or 24% of faculty

- 1. f. Administrator information** (how long the administrator has been at the building, or the replacement of the principal as required in the Turnaround or Transformation models, administrator education, experience, and performance evaluation); and

Mr. Brewer will be accepting another assignment. A new principal will be hired to head up the transformation effort. The Board of Education will consider the requirements of the SIG application when making the decision about the new hire.

Name	Assignment	FTE	# years experience	Attendance	Highly Qualified?	Education	Evaluation Date /Results	Status
Brewer Aaron	Principal	1	5 as principal MXH 2 yrs previous vice principal 6 years teacher	22/183= 12% absence, 88% attendance.	YES	Masters +30	2010-meets standard	Accepting another position

1. g. Effectiveness of prior school reform efforts.

1. Mexican Hat was identified as qualifying for **School Program Improvement (SPI)** in SY 2006-07 for Language Arts. Mexican Hat came out of SPI status with improved 2008-09 CRT scores, but with the continued raised NCLB expectation, has not been able to sustain AYP status indicated by 2009-10 scores. The school is currently in alert for both Language Arts and Mathematics for the Students with Disabilities subgroup.
2. Mexican Hat has been a successful participant in the District's **Reading First** Initiative. *December 8, 2008, the District received a letter from Rebecca Donaldson, USOE Reading First Education Specialist congratulating Mexican Hat on outstanding reading achievement gains made during the 2007-08 school year.*

The letter, in part, stated:

*"Results of recent data analyses conducted by the Utah Reading First External Evaluation Team at University of Utah indicate that 4 of the 22 Utah Reading first schools had overall achievement gains greater than 10%. These four schools were commended for their outstanding performance in Utah's Annual Reading first Performance Report that was submitted to the United States Department of Education on December 1, 2008. Two of these schools are located in San Juan School District. **Mexican Hat Elementary, with a gain of 34% ranked first among these distinguished Utah Reading First Schools...** In addition, among the 7 Utah LEAs participating in Reading First, San Juan School District ranked number one with an overall achievement gain of 16.7%."*

San Juan's Elementary Reading Specialist, Marla Atkinson, summarizes Mexican Hat's progress:

"The greatest accomplishment MXH has made during recent years is with the professional development of teachers in their explicit instruction and their awareness that students must and can be engaged as participants in that instruction. There has been great turnover with teachers at MXH. Each year the new teachers must be brought on board with instructional practices that bring success to the students. Coaches have a great responsibility in this area as well as the principal and fellow teachers. Other kudos for MXH is the fact that data is important at all levels. Data is collected, analyzed, and instructional decisions are made as part of this process. Much district support has been given and is needed to help everyone at MXH understand that students attending this school can find success in learning to read as well as any other student attending at any other school."

3. **Elementary Counseling Grant and Recognized ASCA Model Program (RAMP)**

The past three years the District has been fortunate to have a Federal Elementary Counseling Grant which has placed a full-time counselor at Mexican Hat. This tremendously successful program has been instrumental in significantly decreasing office referrals as well as providing Comprehensive Guidance Curriculum, responsive services and SEP support. As part of these duties the counselor is the Utah Behavior Initiative (UBI) coordinator for the school. Below is last spring's evaluation of UBI implementation. **A year ago the counselor/school applied for and was awarded national recognition as a model program and received a RAMP award. Unfortunately, the Federal Elementary Counseling Grant funds end this year and with the**

serious decline in other revenues this valuable counseling position is slated for Reduction in Force. The District believes this is a highly effective position and is requesting salary funds in this application to continue the counselor position.

UBI Implementation 2nd year 2009-10. School Evaluation Tool (SET)

Score	Indicator
100%	Expectations Defined (A)
90%	Behavioral Expectations Taught (B)
100%	On-going System for Rewarding Behavioral Expectations (C)
75%	System for Responding to Behavioral Violations (D)
100%	Monitoring and Decision Making (E)
100%	Management (F)
100%	District and State Level Support (G)
95.0%	Total Average

2. Based on the analysis of the above data **select**, design, and implement interventions consistent with the final federal requirements.
 - a. **Identify the intervention model** chosen for each school; and
 - b. Provide the **rationale for the model** chosen for each school.

TRANSFORMATION:

Mexican Hat Elementary is applying to undergo Transformation. Mexican Hat Elementary building will be closed. This year, the District has built a beautiful new school in Monument Valley. *(Please see attachment #1 New School)*. The name of the new school is Tse'bi'ni'dizigai, interpreted to be "White Within the Rocks", a reference to the grandeur of the surrounding monuments. The unique Navajo name shows a commitment of involvement and value of the children's culture and community.

Having the opportunity to "transform" the program and having that transformation housed in a new location and building will give the school an opportunity to step up to meet children's needs in a more effective way.

Intervention Model & Rational	
Intervention Model	Rationale for Selecting Model
Transformation	<ul style="list-style-type: none"> • Mexican Hat principal is leaving. • Mexican Hat Elementary building will be closed and a new school will take its place in Monument Valley-- Tse'bi'ni'dizigai. The new facility will aid in signaling a "fresh start" for a true transformation and reform. • The District is committed to increased support for teachers'

	<p>professional development and support. Transformation will allow the District to provide substantial training and support for teachers.</p> <ul style="list-style-type: none"> • The District is prepared to develop and implement a process that uses multiple measures to assess student achievement gains and teacher effectiveness. This process will also allow the District a way to reward teachers who perform and release those who do not. • The San Juan School District's/ABC Framework is compatible with the Transformation Model and the District is eager to advance these efforts with the support of SIG resources.
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3. The LEA must include in its SIG application information that describes how it will implement with fidelity each of the requirements associated with the intervention model(s) selected for its eligible schools. This information includes the following:

- a. Description of how the LEA will successfully implement each requirement;

REQUIRED ACTIVITY: (1) *Developing and increasing teacher and school leader effectiveness.*
(A) *Replace the principal who led the school prior to commencement of the transformation model;*

Description:

- Tse'bii'nidzizgai Elementary will have a new principal as the current Mexican Hat principal is accepting another position in the district. The Board of Education will recruit and hire a new principal who is capable of leading the Transformation effort. The District will advertise widely and use an objective rating system to select the new principal. While a hiring committee will allow for input from parents and staff, the Superintendent and Board of Education have the final decision for the hire. The Board will be evaluating successful experience, training and leadership abilities of all applicants to find the best fit to lead the Transformation effort.
- The District will continue to invest in professional development for principals. The new principal at Tse'bii'nidzizgai will be enrolled in Principals' Academy, 2 years of monthly training. This training focuses on the role of principals in developing Professional Learning Communities in schools. The Elementary Supervisor will be directly responsible for principal support and supervision. The LEA Support Team will assist the principal in making and sustaining reforms.

Implementation Steps	Timeline	Budget	Person Responsible
Recruit applicants for new principal position	March 2011	District	HR Director, Superintendent
Hire new principal	April 2011	District	School Board, Superintendent
Enroll principal in CITES Principals' Academy	May 2011	Title IIA	Elementary Supervisor

REQUIRED ACTIVITY: (1) *Developing and increasing teacher and school leader effectiveness.*

(B) *Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--*

(1) *Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and*
 (2) *Are designed and developed with teacher and principal involvement;*

Description:

- The District is currently re-organizing the Evaluation Committee which includes representation from the Association, teachers and administrators. The Committee will consider revising the current district evaluation system to include student growth and multiple observation-based assessments of performances as components of the District's Professional Excellence evaluation system.
- The current evaluation system allows for other lines of evidence or indicators. The District is currently able to evaluate teachers' performance and use student growth and other multiple measures as lines of evidence. The District has been increasingly diligent about evaluating teacher performance using measures of effectiveness and sees no conflict with this SIG requirement with the existing evaluation system or with changes that could strengthen the ability to use evaluations to upgrade performance.

Implementation Steps	Timeline	Budget	Person Responsible
Committee organized/schedule set	Feb. 2011	NA	HR Director
Committee monthly meetings	March-May Sept-Dec	NA	HR Director
Recommendation for Mexican Hat's evaluation system (revised system or use current)	May 2011	NA	Committee
Decisions and details developed for evaluation at Mexican Hat	June 2011	NA	Superintendent, District ABC team Association representation

REQUIRED ACTIVITY: (1) *Developing and increasing teacher and school leader effectiveness.*

(C) *Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;*

Description:

- A new system of teacher and administrative performance pay will be implemented based on both progress monitoring scores and State assessment outcomes. (See pages 20 & 21 for details).
- The new principal under the Transformation Model will implement a rigorous system of training and support for teachers and then, with District administrative support and through analysis of multiple indicators would determine what, if any, staff needed to be replaced. Indicators would include: formal evaluation, UPASS progress scores, informal observation data, student achievement data, and coaching documentation.

Implementation Steps	Timeline	Budget	Person Responsible
Teachers' orientation to both performance pay and evaluation system.	August 2011	NA	Elementary Supervisor Student Services Director

Implementation of Professional Development and teacher supports (coaching, mentoring, consultant visits)	Beginning August 2011-Ongoing	SIG funds Title 1 Title IIA	Elementary Supervisor Student Services Director Elementary Reading Specialist Principal
Teacher evaluations—both formal and informal	On-going		Elementary Supervisor Principal HR Director
Determination of any needed Tier II and/or Tier III teacher coaching support	November 2011	NA	Elementary Supervisor Student Services Director Elementary Reading Specialist Principal
Determination of any job actions—Plan of Assistance; Non-renewal; Teacher release.	March each year	NA	Elementary Supervisor Principal HR Director Superintendent School Board
Payment of performance pay rewards	When AYP scores are final each year	SIG Funds	Elementary Supervisor Student Services Director

REQUIRED ACTIVITY: (1) *Developing and increasing teacher and school leader effectiveness.*

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

Description:

With the initial success of Reading First, the adoption of the San Juan School District ABC framework, and the development of required Instructional Norms, the District is poised to support and sustain the transformation of Tse'biin'idzizgai . The District does not see a conflict with the requirements of SIG strategies and the direction the District is headed. **However, the District is convinced that the progress of Tse'biin'idzizgai can and should be accelerated, if given additional resources and support.** The District commits to support Research Based changes in operational practice, especially improvement in instruction through measures of both accountability and performance pay.

The following Professional Development opportunities will be implemented:

- Three, four day summer instructional “boot camps” for every teacher in the school. The Teacher Practicum will break out as follows: 1 week=K-1 grades; 2nd week = 2 & 3 grades; 3rd week = 4 – 6 grades. Teachers will teach summer school students, will be videoed and then have immediate feedback about their effectiveness. Quality implementation of the District Instructional Norms will be a focus of the practicum. Teachers during this week will experience intense coaching and scrutiny provided by the Principal, Elementary Supervisor and Elementary Reading Specialist.
- USOE Core Academy—The Principal will develop a rotating schedule during the three year project to ensure all teachers participate in this training.
- Envision Math-Pearson follow-up onsite evaluation/training—The school will contract with

<p>Pearson to provide an on-site day to evaluate implementation, student progress and provide an afternoon of training.</p> <ul style="list-style-type: none"> • Special Education professional development—determined by Principal and Special Education Director. (The school did not make AYP in this subcategory). • Additional Professional Development will be scheduled upon analysis of the School Support Team’s Appraisal results and recommendations. 			
Implementation Steps	Timeline	Budget	Person Responsible
Schedule and plans for Summer Teacher Practicum.	Summer 2011	NA	Elementary Supervisor Principal
Implement Summer Teacher Practicum	Summer 2011	SIG	Elementary Supervisor Principal
USOE Core Academy	Summers 2011, 2012, 2013	SIG/Title 1	Elementary Supervisor Principal
Envision Math-Pearson follow-up	Winter 2012	SIG	Elementary Supervisor Principal
Special Education professional development planned/implemented	2011-12 school year	SIG/Special Ed.	Special Education Director Elementary Supervisor Principal
Additional Professional Development Plans-SST recommendations	By December 2011	SIG/All school budgets analyzed	SST leader Elementary Supervisor Principal Student Services Director
Reflective Coaching Inservice	Fall 2011-Friday afternoons	NA	Principal Elementary Supervisor Elementary Reading Specialist

Professional Development and On-site Supports for Transformation Include:

Staff at Tse’bii’nidzizgai have participated in numerous, quality professional development activities in the past. The District is convinced that for the school to make rapid improvements will take on-going quality professional development opportunities, but perhaps more importantly, on-going, on-site consultation and support. Helping staff to not only understand what is needed, but having the support to successfully implement reform is the basis for the design of the project. The following support structures will ensure successful reform:

School Improvement Grant Project

2. **Sig Boloz, School Support Team leader**, will have monthly contact with the school. Mr. Boloz will provide mentoring for the new principal, on-site professional development for staff as indicated by the appraisal as well as monitor implementation, student progress and complete all required reports.
3. **The District ABC Administrative Team** will work collaboratively to give the school support and direction to ensure the project is implemented effectively. The District has adopted **Instructional Norms** that every classroom in the District is responsible to observe: 1) understood learning objective; 2) 90%+ student engagement; 3) supportive learning environment; 4) monitoring of student learning.

The District has also developed a Google Apps data collection tool (“The Grand Slam”) that collects

individual and school data of implementation of these 4 norms. The District ABC team as well as the principal will be using this tool to ensure the instructional norms are observed with fidelity in each classroom.

- a. Lance Hatch, Elementary Supervisor will be responsible for ensuring quality instruction and will support the implementation of the grant. He, along with the principal, will be directly responsible for all aspects of the school program and operation
 - b. Lynnette Johnson, Student Services Director will oversee grant requirements and budgets. She will work with the Principal and Elementary Supervisor to ensure good coordination of activities, contract services and professional development for staff. She will assist in data management.
 - c. Other administrators will assist with classroom walkthroughs as well as help the school to coordinate the project with the various programs they oversee.
4. The SIG funds will pay for a **full-time Instructional Coach** at Tse'bi'nidzisgai Elementary to assist teachers in developing effectiveness in literacy, math and overall classroom instruction. The Instructional Coach will provide assistance with implementation of the comprehensive core reading/math and supplementary intervention programs. The coach will provide ongoing classroom based professional development and feedback to classroom teachers, assist in coordinating, reporting, and analyzing assessment data. The coach will assist teachers in developing effectiveness in the areas of literacy and overall classroom instruction. The Coach will work under the direction of the Principal, Elementary Reading Specialist and the Elementary Supervisor.

Professional Learning Community Support:

1. **Monthly consulting** contact with a nationally recognized **Solution Tree Associate, Aaron Hansen**. Every two months Aaron will be on-site at the school and on the off month will conduct a 90 minute IVC conference with the staff. *(Please see page 27 for description of Aaron's qualifications).*
2. Staff participation in summer Solution Tree Professional Learning Communities Summits.
3. Principal will participate in monthly BYU CITES training.
4. District ABC Administrative team will monitor and support the school's PLC process.

REQUIRED ACTIVITY: (1) Developing and increasing teacher and school leader effectiveness.

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Description:

Because the school has a long history of difficulty with both acceptable levels of student achievement and retaining quality teachers, the project addresses both performance pay and recruiting/retention bonuses. The school's remote location (deemed "Frontier" by the Federal Government), contributes to the challenge of hiring and retaining quality staff, especially at an administrative level. The Transformation Plan addresses this difficulty with both a plan for future teaching staff as well as compensation for a quality Transformation Leader.

To encourage and reward teachers whose students make significant academic gains, \$5,000 per teacher in Performance Pay may be earned as follows:

1. Tse'bii'nidzizgai will adopt the Computer Adaptive Assessment **MAP** (Northwest Evaluation Association). Fall assessments will give each student a RIT score (overall scale score), and a Target RIT score for both Reading and Mathematics. The Target RIT score is the expected growth gain each student should make to show good academic progress. Teachers may earn up to \$2,000 if 80%+ of their class meets or exceeds this Target score. **\$1,000 for Reading and \$1,000 for Mathematics.**
2. All teachers in the school will earn **\$1,000 if the school makes AYP.**
3. All teachers will earn an additional **\$1,000 if the CRT results show an increase of 10% or more of the percentage of students at the proficient level—(\$500 for Reading and \$500 for Mathematics).**
4. All teachers will earn an additional **\$1,000 if the school's UPASS Progress Score is 200 or over (\$500 for Reading and \$500 for Mathematics).**

To encourage and reward the Instructional Coach:

\$6,000 each year Performance Pay: **\$2,000** if the school makes AYP; **\$2,000** for an increase of 10% or more of the percentage of students at the proficient level (\$1,000 for Reading and \$1,000 for Mathematics); **\$2,000** for school UPASS Progress Score 200 or over (\$1,000 for Reading and \$1,000 for Mathematics).

Any Performance Pay bonuses not paid out will be reserved in an account to pay for future recruiting and retention bonuses for new staff and staff showing high levels of success with student achievement. So in effect, staff will be rewarded for success, but if are unable to deliver change, the funding slated for them will be set aside to recruit their replacements. These set-aside funds will be used in consultation and approval with USOE Title 1 personnel.

The District is committed to recruiting and hiring the best possible Principal to lead Tse'bii'nidzizgai's Transformation. The Recruiting/Retention and Performance Pay plan for the new Principal is as follows

1. **\$10,000 first year hiring bonus** (payable only if the District is able to attract an outstanding administrator who has significant experience, education and expertise with similar populations as Tse'bii'nidzizgai'.
2. **\$6,000 each year Performance Pay:** **\$2,000** if the school makes AYP; **\$2,000** for an increase of 10% or more of the percentage of students at the proficient level (\$1,000 for Reading and \$1,000 for Mathematics); **\$2,000** for school UPASS Progress Score 200 or over (\$1,000 for Reading and

\$1,000 for Mathematics).

3. *If the Principal is evaluated as bringing the needed change (based on formal evaluation, improved student scores and fidelity to implementation of the Transformation Model) **\$4,000 retention bonus** will be paid in both years 2 and 3 of the project.*

The total amounts available for the Principal Recruiting/Retention and Performance Pay is as follows:

*Year 1: \$10,000 signing bonus and \$6,000 Performance Pay = **\$16,000.***

*Year 2: \$6,000 Performance Pay and \$4,000 Retention Bonus = **\$10,000***

*Year 3: \$6,000 Performance Pay and \$4,000 Retention Bonus = **\$10,000***

Implementation Steps	Timeline	Budget	Person Responsible
Purchase Computer Adaptive Assessment MAP-Schedule training	Spring 2011	SIG	Student Services Director
MAP training	Spring 2011	SIG	North West Evaluation Association Elementary Supervisor Principal
Recruit and hire the Transformation Leader	Spring 2011	SIG	HR Director Superintendent Board of Education
Orient teachers on Performance Pay	May 2011 August 2011	NA	Principal Elementary Supervisor Student Services Director
Develop plan for future use of bonuses to recruit and retain staff (use of performance pay funds not paid out)	Summer 2011	NA	HR Director Elementary Supervisor Principal Student Services Director
Develop management system for data sharing for PLC use and performance pay	Fall 2011	NA	Principal Elementary Supervisor SST Leader

REQUIRED ACTIVITY: (2) Comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Description:

The District has adopted research based initiatives that will support the transformation. This model will provide the framework for Tse'bii'nidzisgai's SIG Intervention program. While all schools in the district are expected to move in this direction, the SIG resources will allow Tse'bii'nidzisgai to receive intense, professional support to accelerate student performance results.

San Juan School District ABC (SJSD/ABC) Framework (see attachments 2 & 3)

This ABC model addresses three key elements of school improvement:

Academics, Behavior and Coaching.

Each element of the framework includes a 3 Tiered model for instruction and interventions. Academics and Behavior are focused on student supports. Coaching is directed toward teacher growth and interventions.

The District is firmly committed to successful implementation and on-going support of the ABC Framework. Each dimension of the model is defined by a convincing body of research that meets Federal expectations. As the research behind the model is solid and the District is already committed to supporting the model, Tse'bi'nidzizgai Elementary Transformation Model is compatible with the SJSD/ABC Framework.

Following is information about each of the three elements of the SJSD/ABC Framework.

Academic Achievement

The District is committed to quality instruction in every classroom in support of that goal has adopted **4 Instructional Norms** (see attachment #4), that will be required of every teacher/every lesson:

- 1) Understood Learning Objective;
- 2) 90%+ Student/Teacher Engagement;
- 3) Supportive Learning Environment;
- 4) Monitoring of Student Understanding.

These norms will be the foundation for all other strategies and expectations. The Principal and District Administration will monitor these Instructional Norms weekly using the classroom walkthroughs process. Implementation data will be collected using the District "Grand Slam" Google App. Teacher supervision and coaching support will be keyed off of this data.

See: <https://mail.google.com/a/sanjuan.k12.ut.us/#inbox/12e73586c4bf7013>

For the past four years, San Juan School District has systematically invested in professional development to help schools implement **Professional Learning Communities (PLCs)** throughout the district. The Superintendent, Elementary Supervisor, Student Services Director and all principals have attended a two year (in two cohort groups) Principals' Academy sponsored by the **Center for the Improvement of Teacher Education and Schooling (CITES)** a division of Brigham Young University's Education Department.

The PLCs are the framework for the Academic improvement. Properly implemented, PLCs can dramatically increase student achievement by empowering teachers to collaboratively focus on essential standards, common assessments and provide targeted, timely tiered interventions. The well-known Response to Interventions (RTI) model is definitely a part of the PLC process; however, the RTI 3-Tiered Intervention process is strengthened with the addition of PLCs as a structured way for teachers to improve instruction and provide tiered interventions. **An expectation of SIG schools is that teachers and school leaders are given increased governance. The PLC process allows for a "tight/loose" system of decision-making where within explicit parameters, teachers and principals have much more autonomy for their students.** The District administration is trained and committed to this process.

Tier 1 for academics guarantees all students access to the Core Curriculum. Every student is expected to be taught Tier 1 by a Highly Qualified and Highly Effective teacher. Tier 1 instruction is focused on guaranteeing students master “Essential Standards”. These standards are derived from the State Core and are determined by teacher PLC teams to have endurance, leverage and prepare students for the next level. Teachers develop and give “Common Assessments” in order to determine student mastery of these Essential standards.

Tier 2—students who do not master standards are given timely, targeted, directed interventions, rather than remediation. This is a flexible group for instruction that is determined on an on-going basis by PLC teachers reviewing Common Assessment data in order to make instructional and intervention decisions.

Tier 3 is for a small group of students who do not respond to Tier 2 interventions. Tier 3 is more intense and can be longer term such as Special Education or ELL support.

Behavior (Positive Behavior Supports) Utah Behavior Initiative

Positive Behavior Supports (PBS) is a Research Based approach to improving student behavior, which in turn improves student achievement. The **Utah Behavior Initiative (UBI)** (see attachment #6), is a State sponsored project that incorporates PBS. The Behavior element of the SJS/ABC Framework is grounded in the PBS tenets. Mexican Hat Elementary began their UBI program two years ago, and is having good success in implementation. A system of Positive Behavior Supports is an expectation for all schools in the district, especially for schools in need of improvement.

Tier 1 for behavior is a support system and prevention instruction for all students. All students are taught the expectations for school behavior and given on-going instruction and support.

Tier 2 is a system of behavior interventions for a lower percentage of students (up to 15%) who need additional support in order to be successful in school.

Tier 3 is for a small percentage of students (3-5%) who need intense support and interventions. This may include Special Education services, ELL instruction, therapeutic counseling, interagency family support etc).

Coaching

Coaching for teachers is designed with a 3 Tier approach as well. Professional Development, reflective coaching, inservice as well as progressive discipline are all part of the Coaching model.

Tier 1 is a system of training and support for all teachers. Reflective coaching and PLC teams offer each teacher a peer system of support. Support in the form of professional development opportunities as well as administrative feedback and evaluation are provided for all teachers. Professional Development for all teachers will include: **Solution Tree**, onsite consulting and annual summits; **Utah Behavior Initiative**, state training and UBI District Coordinator on-site

Tier 2 is an increased level of support for teachers who are identified as in need of improvement. This support usually involves District or consultant specialists who implement demonstration/team

teaching, structured observation and goal setting. Teachers are given notice at this level that improvement is needed in order to not progress to Tier 3.

Tier 3 involves teachers who are not responding positively to Tier 2 intervention. These teachers are involved in Progressive Discipline and if significant improvement is not documented they are recommended to the Board of Education for non-renewal or dismissal.

USE OF DATA TO SUPPORT SCHOOL-WIDE REFORM

ACADEMICS

Analysis of data is the key to an effective ABC model used both as a guide for improved Tier 1 instruction, as well as Tier 2 and 3 interventions. Teachers meeting in **PLC groups** will review student achievement data to make decisions about grouping students and to reflect on their instructional practice.

The Principal, Instructional Coach and Elementary Supervisor will monitor formative data weekly to ensure effective instruction and interventions are implemented consistently.

The following assessments will be utilized for this purposes.

- Formative assessments
 - DIBELS for Reading
 - Computer Adaptive Assessment-MAP for both Reading and Mathematics
 - Envision Math assessments
 - Common Classroom Assessments-developed by teacher PLC groups.
- Summative-CRT/UPASS (DATA DISPLAY) information will be used to identify any weak areas of instruction.

BEHAVIOR (use of data for school leadership/UBI group)

Data will be a guide for the School Leadership/UBI Committee to develop Tier 1 student supports and behavior interventions for Tier 2 and 3 students. This committee will be responsible for coordinating the school's UBI/PBS, Elementary Counseling, and Olweus Bully Prevention programs.

The following sources of data will aid

- Student Discipline Reports-UBI Tracker & SIS information
- Attendance reports
- Student and parent surveys—SHARP, OLWEUS bullying prevention survey, and the Indicators of School Quality Survey-IQS (Utah State University-Center for the School of the Future school climate survey).

COACHING

The Principal and Instructional Coach, under the direction of the Elementary Supervisor, will be responsible for orchestrating the three tiered coaching model. Coaching will include Reflective Tier 1 as well as more intense support for teachers needing Tier 2 and 3 interventions. Data will guide decisions made for all three tiers of coaching.

- Teacher evaluations (including walkthrough and multiple measures of achievement)

- Reflective Coaching
- Tier II
- Tier III
- Instructional Norms implementation data (collected through the Grand Slam Google tool).
- Student achievement data—including all sources listed under Academics.

Management of Data:

As current and readily accessible data is a key to the successful implementation of Transformation, the District is requesting a support position to generate and manage all data: Academic, Behavior, and Coaching. This classified **Data and Behavior Specialist Assistant** will, under the direction of the Principal and Instructional Coach, generate needed reports, manage student folders and information as well as be available to assist with Student Behavior Interventions. Freeing teachers up to focus on instruction instead of managing the large amounts of evolving data will be a significant support to improved instruction.

Implementation Steps	Timeline	Budget	Person Responsible
District team determination of school ABC implementation status using rubric	Each Spring	NA	District ABC team
Review of SIG Plan, Appraisal and ABC Rubric w/ school	August 2011	NA	Principal District ABC Team
Schedule PLC and Data meetings	August 2011	NA	Principal School staff
Review of Summer Teacher Practicum results, student achievement records, past coaching documentation to begin Tiered coaching process.	Sept. 2011	NA	Principal Elementary Supervisor Elementary Reading Specialist
Set goals for classroom walkthrough visits and a process to use data.	Sept 2011	NA	Principal District ABC team
Hire Data/Behavior Specialist	Spring 2011	SIG	Principal Elementary Supervisor
Develop Data Management System	Fall 2011-ongoing	NA	Principal Instructional Coach Elementary Supervisor

REQUIRED ACTIVITY: (3) Increasing learning time and creating community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

Description:

Afterschool Academic Support:

Tse'bi'ni'ndzizgai Elementary School will offer extended time for students and parents to become more engaged in the academic and social community of the school. The program will offer both academic help as well as prevention and cultural activities. SIG funds will pay for a **Site Coordinator/Licensed Teacher**: 2 hours a day 4 days per week, **two classified para-educators and transportation costs.**

The afterschool program will be designed to engage students in a variety of academic, prevention, enrichment, and recreation activities. Staff will be selected on not only their ability to offer a quality program, but also their ability to teach and care for at-risk students with positive, proactive interactions. Offering a quality program with quality personnel will prevent problem behaviors. In the event students' problem behaviors are chronic, they will be referred to the school counselor and principal for help resolving the behavior. Every session of the afterschool program will include 1) homework assistance; 2) computer aided instruction for students using **EDUSS**; and 3) research based tutoring **STAR**, **Student Tutoring Achievement for Reading**, a new elementary tutoring program. The **STAR** program is aligned to the Utah Elementary Core Curriculum, research-based practices, and Utah's 3-Tiered Model for Instruction. It provides differentiation for tutoring performed by the classroom teacher, para-professional, or volunteer. The STAR tutor manual contains explicit 30-minute lessons that address: fluency, comprehension, vocabulary/phonics, and beginning literacy skills as needed and is recommended for parents to use at home. **EDUSS** software is founded on scientifically-based research, state standards, and No Child Left Behind guidelines. EDUSS is able to pinpoint children's progress exactly and guide children to higher personal achievement. Using the program in the afterschool program will reinforce what the students have learned during the regular day and will identify and strengthen any weak areas. Giving children regular individual and small group homework help and tutoring will encourage academic success.

A good variety of supervised community service, enrichment and recreation opportunities will promote students' acquisition of positive socialization and communication skills. Once a month students will participate in a community service project designed to help students develop pride in their community and an increased sense of responsibility. Students can choose to attend cultural enrichment arts activities.

Afterschool Prevention Activities:

Tse'bii'nidzisgai Elementary has identified two prevention components as a focus for the afterschool program: 1) Prevention of violence/gang affiliation 2) Tobacco/drug/alcohol abuse prevention. The Site Coordinator will arrange for the school counselor, district at-risk team and partnership staff will support the school in offering prevention curriculum and instruction as well as regular role model contacts for students. Staff will teach **Prevention Dimensions** (State approved prevention curriculum) lessons and materials. Prevention Dimensions (PD) is a set of Utah's Safe and Drug-Free Schools and Communities resource lessons which support the Utah State Office of Education pre-kindergarten through twelfth grade health core. The mission of PD is to give students a strong foundation of effective violence and substance abuse prevention skills. The lessons are based on the risk and protective factors prevention model identified through research. Utah Navajo Health Systems (UNHS) has committed to supporting the *afterschool program* with providing both parents and students Family Therapy facilitated by a traditional Navajo therapist. This allows families to make a connection with cultural values and healthy interactions. UNHS staff will also support the program with information and resources to enhance substance abuse lessons by offering healthy alternatives.

Tse'bii'nidzisgai is a feeder school to Monument Valley High School. The high school's School Resource Officer will make regular visits to the school to interact with students and provide substance abuse and gang membership prevention information. Tse'bii'nidzisgai Elementary partners with County Recreation. A county paid staff member will supervise recreation activities that give students an opportunity to play, but also to develop physical fitness.

Afterschool Parent Involvement:

The STAR tutoring program is designed for not only school use, but for parents to use the materials to reinforce literacy strategies and skills at home. The afterschool program will provide training, materials and support for parents wishing to learn to use the STAR methods at home. Parents will serve as volunteers and participants in many of the enrichment, recreation and prevention activities. The school will coordinate with the Family Literacy grant to provide mathematics homework help for parents. This will allow parents to learn basic math skills, get answers to homework questions and gain confidence in their ability to support their children's learning. During parent evenings they will have access to the library and internet and given assistance to learn how to access the schools' Student Information System. Parents will always be encouraged and welcome to attend all afterschool activities.

Parents and community members will teach skills such as Navajo beadwork, rug-weaving and other forms of traditional art. Students may choose to join the Navajo powwow dance club. Once a month students can participate in Navajo storytelling presentations. The school's Heritage Language Specialist will coordinate all cultural activities. In additions to these offerings, students can join county recreation teams and activities. In this age of high stakes accountability, schools simply do not have enough time during regular school hours to offer these types of enrichment and character building activities.

Implementation Steps	Timeline	Budget	Person Responsible
Recruiting/Hiring of Afterschool staff	Summer 2011	SIG	Principal
Orientation of Afterschool staff Training on EDUSS, STAR, Prevention Dimensions	August 2011 Fall-Prevention Dimensions	SIG/Title1	Principal District Staff
Schedule of Afterschool Activities	August each year/Review December each year	NA	Principal Afterschool Coordinator
Recruiting of students; parent information/orientation	August each year	SIG/Title1	Principal Afterschool Coordinator
Afterschool activities implemented	Sept-May Monday-Thursday	SIG/Title1	Principal Afterschool Coordinator
Coordination of student referrals for tutoring help	Ongoing	SIG/Title1	Principal PLC teams Counselor
Review of students who participate achievement/behavior data	Monthly	NA	Principal PLC teams Counselor Afterschool Coordinator

REQUIRED ACTIVITY: 4) Providing operational flexibility and sustained support.

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Description:

A) Operational Flexibility-- Tse'bi'nidzizgai Elementary will have the flexibility to determine:

- Staffing—The Board sets the student/teacher staffing ratio for each school. Schools can increase numbers of teachers through other program funds, providing they go through a planning process. Principals are allowed to hire staff for their building as long as they follow District hiring procedures. Generally hires are made by principals with teacher and parent hiring committee input.
- Schedule-- Tse'bi'nidzizgai has the ability to set their school schedule within the parameters of the required amount of time set by the State of Utah as well as any needed bussing coordination with neighboring Monument Valley High School. Funding for transportation for the Afterschool Program is built into the SIG application to allow for extended hours of operation.
- As the school is already designated as a Title 1 School-wide program, they are able to co-mingle budgets to support school goals. The school will have the latitude to use budgets to support Transformation without undue interference, providing they follow the legal and ethical accounting guidelines required by the District and State.

B) On-going, intensive technical assistance—*(Please see pages 33, 34 & 41 for detailed explanations).*

Implementation Steps	Timeline	Budget	Person Responsible
Review of any additional issues requiring increased flexibility.	Spring 2011	NA	Principal Elementary Supervisor Student Services Director Superintendent
Review of recommendations SST Appraisal	Fall 2011		same
Plan to address any issues	Winter 2011		same
Schedule for technical services developed— Consultants Instructional Coach LEA support visits SEA support visits	Summer 2011	NA	Principal Elementary Supervisor Student Services Director

3. b. Any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models; and

Please see Prior School Reform page 13 as well as SJSD ABC Framework in previous sections.

- 3.c. The LEA includes a **detailed timeline** for implementation of the school intervention model.

A= Annual
O= Ongoing
= year

TASK	MONTH												RESPONSIBLE
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
1. Recruit & Hire New Principal								'11					Board of Education Superintendent HR Director
2. Hire Instructional Coach									'11				Principal Student Services Director Elementary Supervisor HR Director
3. Orient Staff to Grant								'11					Student Services Director Elementary Supervisor
4. School Planning Retreat (3 days)										A			Principal Student Services Director Elementary Supervisor
5. Orient Parents/Community	'11 A												Principal Student Services Director Elementary Supervisor
6. School Community Council monthly reports	A	A	A	A	A	A	A	A	A				
7. Review Title 1 plan for greater parent involvement/Develop Parent Involvement Plan		A						A					Principal SCC Committee JOM/IEC Committee
8. Attend PLC Summits											A		Principal Student Services Director

TASK	MONTH												RESPONSIBLE
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
9. Principal BYU CITES participation	'11 '12	'11 '12	'11 '12	'11 '12	'11 '12	'11 '12	'11 '12	'11 '12	'11 '12				Elementary Supervisor
10. School Support Team Appraisal		'11											Principal Student Services Director
11. Sig Boloz Consultations	A		A		A		A		A				Principal Student Services Director
12. Weekly PLC meetings	O	O	O	O	O	O	O	O	O				Principal Teachers
13. Student Interventions	O	O	O	O	O	O	O	O	O				Principal Teachers
14. Ongoing Assessments DIBELS, MAP, Common Assessments etc.	O	O	O	O	O	O	O	O	O				Principal Teachers
15. Quarterly Progress Reports			A			A		A		A			Sig Boloz Principal Student Services Dir.
16. Aaron Hansen on-site consultations		A		A		A		A					Principal Student Services Director
17. Aaron Hansen IVC consultations	A		A		A		A		A				Principal Student Services Director
18. Administrative Classroom Walkthroughs	A	A	A	A	A	A	A	A	A	A			Principal District Support Team
19. Determination of Continuing Staff/Formal Evaluation reviews							A						Principal Elementary Supervisor HR Director Superintendent Board of Education
20. Annual Plan Review/Revision									A				Principal Consultants Student Services Director Elementary Supervisor

4. The LEA must describe the **annual goals (Goals must be specific, measurable, attainable, realistic and time-based (SMART))** for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

The District's Consolidated plan (UCA) contains District-wide goals for academics, behavior and coaching. The expert consultants for Professional Learning Community training (both at Solution Tree & BYU CITES) have advised our District that SMART student achievement goals should be set by the school PLC teams at that school level, not District level. The rationale is that teachers need increased governance, (within set parameters) to ensure ownership and also because they have responsibility to analyze the data, the instruction, the interventions to achieve results. SMART goals should be **specific** to the teachers' students, **measureable** with the common assessments PLC's develop or choose, **attainable**, **results oriented**, and **time-based**. As PLC's have responsibility for the majority of these variables, they need to be the ones to set the SMART goals. However, the District needs to maintain "tight" control of parameters of the process.

Tse'biinidzishgai Elementary teachers in collaborative PLC teams will be expected to set SMART goals in each core subject which will help them gauge progress toward District and SIG goals.

The following are found in the District Consolidated plan (UCA):

District and School educators will form Professional Learning Communities (PLC) as a means to collaborate and plan for student learning. The members of the PLC will define the mission, goals, values, and vision for the school and district. The focus of the PLC is the learning of each student. Members will clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend learning when students have already masters the intended outcomes

1. Schools will determine professional development needs and ensure that all teachers receive needed PLC training to be successful.
2. **Schools will set SMART goals (Strategic and specific, Measureable, Attainable, Results-Oriented & Time-bound).**
3. A) Principals will assign each educator to a PLC team within their school. B) Schools will designate a set, regular time for PLC teams to meet. This time is a priority in the school. C) PLC teams will decide and publish meeting norms.
4. PLC teams will identify 8-10 essential standards per semester for each subject. These are standards that teachers guarantee every student will master.
5. PLC teams will develop common assessments in order to determine student mastery of each essential standard.
6. PLC teams will design and implement a system of 3 Tier Interventions for students who do not master the essential standards.

ACADEMICS: All schools will ensure that each student successfully completes every course and every grade level and demonstrates proficiency on local, state, and national assessments. Schools will eliminate the gaps in student achievement that are connected to ethnicity, socioeconomic status, gender, and disabilities. Each student will be challenged and supported in their journey to reach their potential.

Although the school PLC teams will set SMART goals, the District will use the following indicators to gauge whether gains in student achievement for the SIG project are acceptable:

	2011	2012	2013
Language Arts/Reading <u>Progress monitoring:</u> DIBELS Common Assessment MAP	<ul style="list-style-type: none"> 10% gain student proficiency on CRT UPASS progress scores—Goal will be 200+ 80%+ students will achieve RIT Target Growth MAP score 	<ul style="list-style-type: none"> 10% gain student proficiency on CRT UPASS progress scores—Goal will be 200+ 80%+ students will achieve RIT Target Growth MAP score 	<ul style="list-style-type: none"> 10% gain student proficiency on CRT UPASS progress scores—Goal will be 200+ 80%+ students will achieve RIT Target Growth MAP score
Mathematics <u>Progress monitoring:</u> Envision Math assessments Common Assessments MAP	<ul style="list-style-type: none"> 10% gain student proficiency on CRT UPASS progress scores—Goal will be 200+ 80%+ students will achieve RIT Target Growth MAP score 	<ul style="list-style-type: none"> 10% gain student proficiency on CRT UPASS progress scores—Goal will be 200+ 80%+ students will achieve RIT Target Growth MAP score 	<ul style="list-style-type: none"> 10% gain student proficiency on CRT UPASS progress scores—Goal will be 200+ 80%+ students will achieve RIT Target Growth MAP score

The District will work closely with USOE to ensure project schools have valid and acceptable goals and measures, as both the District and State may change assessment expectations to include an adaptive assessment.

5. The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

NA. The District is not making application for any Tier III schools.

6. For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

NA. The District is not making application for any Tier III schools.

7. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

The District commits to involve the Teacher's Association as well as parents and community in this application and implementation process. The District has a positive relationship with the Association and welcomes their participation. Parents and community are viewed as valuable partners and are not

only welcome, but will be recruited to give input and support to Tse’bii’nidzisgai’s transformation process.

In reviewing LEA SIG applications, the USOE will use the following criteria to identify approvable applications in the area of LEA analysis of Tier I and Tier II schools to determine appropriate intervention model. Only those LEA SIG applications that have a proficient analysis will be considered.

Inadequate analysis:

- **Little to no** relevant data or few relevant data sources have been provided and/or the analysis is lacking or minimal.
- The fit between the needs of the school and the model chosen is **lacking, minimal, or general** in nature.

Proficient analysis:

- **Multiple** relevant data sources have been combined into a thoughtful analysis.
- The fit between the needs of the school and the model chosen is **specifically and conclusively** demonstrated.

B. The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention model in each of those schools.

1. The LEA has identified how it will provide leadership and support to each Tier I and Tier II school identified in the LEAs application. The description will include the following information on how the LEA will successfully implement the school intervention model:

a. Identify the **LEA staff assigned to support** implementation of the school intervention model;

Internal Partner/Provider	<u>LEA Support Staff</u>
San Juan School District Board of Education Superintendent Douglas E. Wright	<ul style="list-style-type: none"> • Supervision of all District personnel • Oversight of curriculum and programs • Developing and implementing policies • Development of vision and direction for District
Lance Hatch, Elementary Supervisor/Curriculum Director	<ul style="list-style-type: none"> • Supervision of instruction • Principal supervision • Supervision of teacher evaluation • School Support Team member for: Title I SPI; SIG grant and San Juan School District ABC Framework.
Lynnette Johnson, Student Services Director	<ul style="list-style-type: none"> • Monitors implementation of SPI plan • Submits SIG reports and accounts for expenditures • School Support Team member for: Title I SPI; SIG grant and San Juan School District ABC Framework.

Anthony Done, Special Education/Assessment Director <ul style="list-style-type: none"> • Supervision of required assessments. • School Support Team member for: SIG grant and San Juan School District ABC Framework. • Facilitates UBI training and implementation
Clayton Long, Bilingual and Title III Director <ul style="list-style-type: none"> • Provides support for Bilingual and ELL instruction • School Support Team member for: SIG grant and San Juan School District ABC Framework. • Facilitates Indian Education Parent Committees
Kit Mantz, Human Resource Director <ul style="list-style-type: none"> • Chairs the District Evaluation Committee • Supervises all job actions • School Support Team member for: SIG grant and San Juan School District ABC Framework.
Vernon Hatch, District Ed. Psychologist/UBI Coordinator <ul style="list-style-type: none"> • Trainer for Utah Behavior Initiative • Provides weekly on-site support and coaching for UBI
Marla Atkinson, Reading Specialist <ul style="list-style-type: none"> • Support for all literacy instruction/programs • Gives classroom teacher support • Oversees literacy professional development • School Support Team member for: SIG grant and San Juan School District ABC Framework.

B. 1. b. Describe how the **LEA will provide technical assistance** to make sure each school is successful;

Support for Tse’bii’nidzisaǰi Elementary using District resources will include:

1. ***District ABC Administrative Support team.*** (See above chart). Lynnette Johnson, Student Services Director and Title 1 Director will provide increased program and technical support to the school in support of the SIG project.
2. ***Elementary Supervisor /Curriculum Director*** will have ultimate supervisory responsibility for effective instruction and supervision of administration and teachers. The Elementary Director is expected to be highly visible in the school on a weekly basis. Language Arts and Mathematics instructional expectations are direct, explicit instruction, progress monitoring, and targeted interventions. All curriculum and methods will meet scientifically based research standards and programs will be implemented systematically with fidelity. During 2010-11, the District adopted a new mathematics program-Envision Math, Pearson. Teachers have participated in 2 days of program training and will have a day of on-site consultation. The district and school will be working to implement the new requirements of the Common Core Curriculum with the support of these new materials.

3. The **Elementary Literacy Specialist**, will have direct responsibility to provide professional development, coaching and supervision for a continued “Reading First” program at Tse’bii’nidzizgai Elementary. 6 Trait writing is supported by MY ACCESS software.
4. **District Educational Psychologist, Vernon Hatch provides** UBI training and support—Vernon will be on-site 1 day per week. **A full-time licensed school counselor, Camille Rowley (requesting SIG funds to continue this position)**—will coordinate the UBI project as well as all behavior support systems in the school.

B 1. c. Identify the fiscal resources (local, state, and federal) that the LEA will commit to implementation;

The following table shows the resources committed to Mexican Hat Elementary school during the 2010-11 school year. These exact numbers will vary slightly in following years, but it is anticipated that this level of support will continue. The District plans to invest in substantially more District level administrative support to ensure successful implementation of the Transformation Model.

Mexican Hat Budgets		
<u>Account #</u>	<u>Account Name</u>	<u>Budget</u>
0050	General Classroom	\$576,549.69
0056	Necessarily Existent Small School	\$135,559.00
0059	District Technology	\$13,332.00
0230	Activities Program	\$1,637.58
1049	Early Retirement	\$19,307.30
1205	Special Ed Add-On	\$45,617.56
2220	Instructional Media	\$24,272.58
2400	School Administration	\$2,567.33
2500	Business Office	\$4,264.00
2641	Equipment Repair	\$6,741.56
2900	Inservice	\$1,087.00
3705	District Liaison Program	\$17,068.00
4300	ABC-UBI Training	\$1,106.60
4530	Employee Recognition	\$650.00
5201	Class Size Reduction	\$89,310.23
5255	Quality Teaching Block	\$3,427.60
5331	GATE	\$1,440.00
5366	Highly Impacted	\$114,988.72

5420	School Trust Lands	\$22,790.08
5636	Eng Lang Lerner Fam Lit	\$15,226.00
5805	Reading Achievement	\$48,418.00
5851	Teacher Supplies	\$5,199.23
7321	JOM	\$6,679.35
7323	Indian Ed	\$60,834.00
7524	Federal IDEA	\$20,639.75
7625	Elem Counseling Grant	\$55,272.00
7662	ARRA-Title 1	\$7,140.00
7730	Afterschool Grant	\$30,391.00
7801	Title 1	\$103,040.00
7375	Navajo Tribe E.I.	\$45,547.45
0051	Capital Projects	\$34,380.15
8000	School Food Services	\$28,615.00
5327	SJ Education Foundation	\$2,000.00
TOTALS:		\$1,545,098.76

B 1. d. Identify the process through which the LEA will involve the school/community in full implementation of the plan;

The new school is located in Monument Valley, next door to the high school. This beautiful reservation community caters to tourism, but is very limited in numbers of business owners. The parents and families are essentially the community of Monument Valley. The schools are truly the central gathering place and heart of the community.

Tse'biinidzizgai parents and community are engaged with the school in the following ways:

- School/parent meetings
- Back to School nights
- Student Education Plan (SEP) conferences
- Committees to input on school plans—Title 1, Trustlands, Highly Impacted
- Literacy and parental training efforts—Parent Involvement Resource Center (PIRC); Family Literacy Grant activities
- Parent/School Compact agreements
- School Parent Involvement Policy
- School Committees—School Community Council, Johnson O'Malley (JOM) and Indian Education Committee (IEC).
- School activities

The SIG project will allow the school to step up their efforts to engage parents by:

- Hosting an annual dinner meeting to explain SIG requirements and resources. The evening will be not only to disperse information, but to solicit feedback and gain support.

- Title 1 plans will be re-visited to incorporate a parent component for every goal or major activity in the plan.
- A parent/community involvement plan will be developed to ensure coordination of efforts between programs and the high school.

B.1. e. Describe how the local **school board** will be engaged to ensure successful implementation (including the prioritization or revision of appropriate board policies and allocation of resources);

- 1. Policies and procedures related to teacher evaluations.** As the teacher evaluation process will be tied to student achievement, these policies and procedures will need to be reviewed and possibly revised. The Board of Education has agreed to discuss these policies in order to achieve desired reform. The existing teacher evaluation process allows for a “Principal’s Report” and “Other Lines of Evidence”. These elements likely will be the mechanism for linking student achievement to the evaluation process. The Association has worked well with the District in the past. They have been notified about the grant and invited to participate in the change process.

B 1. f. Describe how the LEA will evaluate the effectiveness of the reform strategies;

Multiple measures of student achievement progress as well as measures of effectiveness of instruction will be used to evaluate the success of the reform strategies. Regular looks at data on several levels will keep the project on track. The SST leader will compile Quarterly Reports to USOE which will include these multiple measures. The District ABC Support Team, along with the Principal, will analyze this data on a monthly basis in order to gauge effectiveness and lend needed support. Teachers will use the data in PLC meetings to improve instruction and to develop interventions for students who do not master essential standards. The most important measure of the reform will be accelerated academic progress measured by the CRT.

- CRT/AYP status. School goal will be an improvement of 10% increase in both Language Arts and Mathematics for each year.
- UPASS progress scores—Goal will be 200+
- Quarterly school reports
- Outside evaluation-USOE and Contract Evaluation
- PLC implementation rubric

B.1. g. Describe how the LEA will monitor student achievement by individual teacher/classrooms; and

The District will monitor both student achievement and individual teacher’s ability to deliver effective lessons.

- Progress monitoring and periodic formative assessments will give the LEA an ongoing look at student achievement through several measures—DIBELS, Common Assessments, Computer Adaptive Assessment-MAP
- Instructional Norms data collected through administrative walkthroughs (Google App Grand Slam) will help the LEA understand each teacher’s level of effectiveness and needed levels of

coaching/supervision support to ensure every teacher is consistently incorporating the Instructional Norms.

- Professional Excellence evaluation will be an additional level of accountability.

B.1. h. If student achievement results do not meet expected goals, describe how the LEA will assist in necessary plan revisions.

The District is committed to providing substantial ongoing support for the Transformation of Tse’bii’nidzisgai Elementary.

- The SST Leader Sig Boloz, will visit the school monthly to collect data, provide training and an outside look at the project. He will compile Quarterly Reports and make recommendations for revisions.
 - The District ABC Team will support the Principal with weekly classroom walkthroughs to ensure implementation of Instructional Norms. The Elementary Supervisor will have a very visible presence in the school in order to help mentor the new Principal and to support Transformation efforts. The ABC team will meet monthly to review data and discuss any challenges the school might experience.
 - A review of the plan will take place annually each Spring in order to assess what is working and what needs to be strengthened or revised.
 - Any information gathered from SEA monitoring visits or Outside Evaluation data will be considered if revisions are indicated.
 - If it is determined that a revision is needed in the plan, the LEA will assist the Principal to involve stakeholders—teachers, parents, students, Association—to gain input and buy-in.
 - The LEA will notify the SEA of any requested revisions and will help the principal submit those for approval.
2. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

The District believes its limited resources are best concentrated at the elementary level for Transformation. Bluff Elementary is already the recipient of a SIG grant. Montezuma Creek’s scores are considerably higher than Mexican Hat’s. The District does not wish to manage more than 2 SIG Transformations during this period of time.

In reviewing LEA SIG applications, the USOE will use the following criteria to identify approvable applications in the area of demonstrating the LEA capacity to fully and effectively implement the selected intervention model. Only those LEA SIG applications that have a proficient demonstrated capacity will be considered.

Inadequate demonstrated capacity (scored 1 or 2 on the Checklist):

- None, few, some, or most of the defined capacity criteria relevant to the school’s selected intervention model have been adequately addressed.

Proficient demonstrated capacity (scored 3 or 4 on the Checklist):

- All of the defined capacity criteria relevant to the school’s selected intervention model have been adequately addressed.

LEA and the school(s) in the implementation of the intervention model(s). This includes the following:

1. Chooses to contract with external providers:

- a. A description of how the LEA will contract with an external provider, including a description of how the LEA will recruit, screen, and select external providers;

The District has already identified an external provider—Solution Tree Associate Aaron Hansen.

2.1.b If the LEA has already selected an external provider, the LEA must provide evidence that the external provider has a demonstrated record of success and the expected services that the contractor will provide; and

Mr. Hansen has an impressive record of success turning around poor performing schools. He is nationally recognized and has consulted successfully this past year for Bluff Elementary's SIG project. Evaluations of his presentations and work in our District show strong approval by both teachers and administrators.

Mr. Hansen' Solution Tree Bio is as follows:

"Aaron Hansen is principal of White Pine Middle School (WPMS), a nationally recognized high-achieving school in Nevada. As a consultant, Aaron shares strategies in leading the cultural shift that resulted in dramatic improvements at WPMS. He draws from his diverse background as classroom teacher, varsity coach, professional development site facilitator, assistant principal, and principal. Under Aaron's leadership, WPMS became a Nevada Title 1 Distinguished School and was named a National Model School (2009 and 2010) and a School of Distinction by the International Center for Leadership in Education. WPMS was also named one of six Nevada Model Schools (2008 and 2010) and an Empowerment School (2008).

An award-winning educator, Aaron has been a guest on ABC's World News with Charles Gibson, CNN's American Morning, and Fox Network's Fox and Friends. These programs have featured the cultural innovations at WPMS, including their bullying prevention efforts. Aaron was named Nevada's Innovative Educator of the Year in 2009. He was featured as a leader for school change in the book It's Not Us Against Them by Ray McNulty.

Aaron infuses his trainings and presentations with the belief that every student deserves to feel safe and accepted and to develop a meaningful relationship with an adult. He uses structured participant conversations, humor, video, and vibrant storytelling to engage educators in the process of cultural change. He inspires his audience and teaches them how to build relationships and buy-in for a vision centered on true collaboration and a focus on student learning.

Aaron earned a master of arts in educational leadership from the University of Nevada, Las Vegas".

Mr. Hansen will be on-site 1 day every other month. On the **off months he will have a 90 minute IVC conference** with the staff to ensure they stay on track. He is available by email and phone for any questions or other support during other times. He will consult and coach administration and teachers in the PLC process.

- b. A narrative description to support external provider contracts, if applicable.

The District will contract with Solution Tree for Aaron Hansen's services. The contract and plan will be very similar to one entered into for Bluff Elementary this past year. *(Please see attachment #5 - Bluff Elementary contract with Solution Tree).*

- d. The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. This appraisal must be conducted by an experienced School Support Team leader who is external to the LEA. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>

The District is committed to conduct a thorough school appraisal using the USOE Tier 1 System of Support Handbook tools. The appraisal will be conducted by an experienced **School Support Team leader Mr. Sigmund Boloz**, and Instructor at Northern Arizona University. Mr. Boloz assists USOE with School Support Team training. He has successful experience with similar reservation schools and has committed to help with this project.

Mr. Boloz's Northern Arizona University Bio is as follows:

Sigmund A. Boloz

Title: *Clinical Instructor*

Department: *Teaching and Learning*

Degrees:

B.S., University of Connecticut

M.A. Northern Arizona University

PhD in progress, Northern Arizona University

Biography

I was born in Melton Mawbray, England and raised in Newington, Connecticut. I spent 30 years working and living within the Navajo Nation. I write poetry and have produced 13 books of poetry and published over 400 pieces and articles in over 80 different journals and books. My newest book of poems for teachers is titled Who Speaks for the Children?

As I worked on my masters' degree in education and on my principal and reading endorsements during many summers spent on campus, my wife and I often spoke of how much we loved Flagstaff and the university life. I began teaching here in 2002 after I retired from 30 years of public school teaching and learning. I primarily teach the Literacy Block: ECI 308: Teacher Aide Practicum; ECI 309: Integrated Literacy I; and ECI 310: Integrated Literacy II.. These three classes together provide undergraduate elementary education majors within the College of Education with the foundation for teaching reading and writing to children.

I belong to the International Reading Association; the National Council of Teacher of English; and

the National Association of Elementary School Principals. I was principal of Ganado Primary School from 1980 to 2002. During that time, Ganado Primary School received national recognition as a National Lead School (NCTE), as a National Exemplary Reading Program (IRA), National Blue Ribbon School of Excellence (U.S. DOE), and as the National Exemplary Program in Indian Education (Native American Scholarship Fund, Inc.). In 1983, 1995 and 2002, Ganado Primary School was named an A+ School and in 1995 the Number One School in Arizona. The school received international recognition when it was featured as the cover story in the October 1997 issue of Teaching K-8 magazine. I was named the National Distinguished Principal from Arizona (1996).

Partners/Providers	
Lead Partner/Provider	Rationale for Selecting Lead Partner/Provider
Solution Tree – Aaron Hansen http://www.solution-tree.com/Public/Main.aspx	Solution Tree is a provider of educational strategies and tools that improve staff and student performance. For more than 20 years they have provided researched based essential school-improvement summits, conferences, institutes and consultants. They are national recognized for Professional Learning Communities support and training.
Sig Boloz, Northern Arizona University	School Support Team Leader. USOE School Support Team trainer. Proven history of results with reservation, poor performing schools.
Internal Partner	Rationale for Selecting Internal Partner/Provider
(District Staff)	Staff has responsibility, training and experience with each role assigned. Each has a commitment to support Tse’bii’nidziszgai in developing Professional Learning Communities.
Supporting Partner/Provider	Rationale for Selecting Supporting Partner/Provider
Program Evaluator	An external evaluator will be able to objectively look at implementation of the reform and gauge its effectiveness. The annual reports will allow the schools and LEA Support Team to make necessary adjustments and revisions in an informed and timely way. The SEA will support the project by providing this external evaluation.
Supporting Partner/Provider	Rationale for Selecting Supporting Partner/Provider
Utah Behavior Initiative http://www.updc.org/abc	Positive Behavior Supports are an expectation of the SJSD/ABC Framework. Tse’bii’nidziszgai Elementary will be in their third year of UBI training and implementation.
Supporting Partner/Provider	Rationale for Selecting Supporting Partner/Provider
Stakeholders: Parents, Communities San Juan Education Association	Stakeholders must be engaged as partners in the reform effort. Their input and support will be an ongoing goal of the school and LEA.

2. Chooses not to contract with external providers:
 - a. If the LEA has chosen not to contract with an external provider, the LEA must provide documentation that it has sufficient internal capacity to conduct a research-based school appraisal using the USOE Title I System of Support Handbook tools. This appraisal **must be conducted** in conjunction with an experienced School Support Team Leader who is external to the LEA. The SST Leader will assist the school in the implementation of the intervention model. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>.

NA—The District will contract with an External Partner.

In reviewing LEA SIG applications, the USOE will evaluate the LEA's commitment to recruit, screen, and select external providers, if applicable. USOE will use the following criteria to identify approvable applications in the area of external provider selection process should an LEA choose to use an external provider:

- Detailed and relevant criteria for determining need for external provider contract and selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
- Analysis of the LEA's capacity and operational needs.
- Researching and prioritizing the external providers available to serve the school.
 - Consider and analyze the external provider market.
 - Contact other LEAs currently or formerly engaged with the external provider regarding their experience.
 - A proven track record of success working with a particular population or type of school. For example, success in working with high schools or English Language Learners.
- Alignment between external provider services and existing LEA services.
 - Delineating clearly the respective responsibilities and expectations to be assumed by the external provider and the LEA.
- Willingness of the external provider to be held accountable to high performance standards.
- Capacity of the external provider to serve the identified school and its selected intervention model.
- LEA provides a description of the timely steps it will take to recruit and screen providers to be in place by the beginning of the 2011-12 school year.

Inadequate demonstrated capacity (scored 1 or 2 on the Checklist):

- The responsibilities of the external provider and the LEA are **not defined, minimally, or generally** aligned.

Available providers have **not been or only generally researched**.

- The identified external provider **does not have a proven track record, this has not been addressed, or the track record does not align with the needs of the school**.
- The LEA has **not specifically indicated how** it will hold the external provider accountable to high performance standards.
- The capacity of the external provider to serve the identified school has **not been clearly addressed**.
- The LEA has not provided a clear timeline to recruit, screen, and contract with an external provider as appropriate.

Proficient demonstrated capacity (scored 3 or 4 on the Checklist):

- The responsibilities of the external provider and the LEA are **clearly defined** and aligned.
- Available providers have been **thoroughly** researched.
- The provider identified has a proven track record of success in working with **similar schools and/or student populations**.
- The LEA has **specifically** planned how it will hold the external provider accountable to high performance standards.
- The capacity of the external provider to serve the identified school has been **clearly demonstrated**.
- The LEA has provided a clear timeline to recruit, screen, and contract with an external provider as appropriate.

D. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

1. The LEA SIG application **must demonstrate** that the LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. Competitive applications include the following:

- D.1.a.** A list of practices and/or policies that may serve as barriers to successful implementation;
- D.1.b.** Proposed steps to modify identified practices and/or policies to minimize barriers;

The District believes existing barriers to school reform can and will be overcome. Potential barriers include:

1. **Policies and procedures related to teacher evaluations.** As the teacher evaluation process will be tied to student achievement, these policies and procedures will need to be reviewed and possibly revised. The Board of Education has agreed to discuss these policies in order to achieve desired reform. The Human Resources Director is currently forming a District Committee to look at revisions in the District's Professional Excellence evaluation system. Any barriers to reform required by this project will be addressed.

The existing teacher evaluation process allows for a "Principal's Report" and "Other Lines of Evidence". These elements likely will be the mechanism for linking student achievement to the evaluation process. The Association has worked well with the District in the past. They have been notified about the grant and invited to participate in the change process.

2. **Increased school/teacher governance.** The District has invested heavily in forming the SJSD/ABC Framework which sets in motion Professional Learning Communities. These collaborative teams give teachers a voice and a structure to make significant decisions about the instruction and support for students. Schools will need to determine schedules that will allow for student interventions. Tse'bii'nidzizgai Elementary has considerable latitude to determine the school schedule. Tse'bii'nidzizgai Elementary has a Youth Connections afterschool program which will be enhanced with the Transformation effort.
3. **Policies and procedures related to performance pay.** The District has successfully used performance pay as part of a 4-6 Math Initiative. The Board is supportive of this concept. The LEA Support team will work to ensure the bonuses are fair and are administered in a way that improves teacher morale and brings staffs together toward a common goal, rather than dividing teachers. This will be accomplished through performance pay and recruiting/retention bonuses.
4. **Implementation Fidelity.** The LEA Support Team will be actively involved in monitoring and supporting the schools as they undergo transformation. The USOE will be called on for

technical support and monitoring as well. The External Evaluator will give an outside, objective view of the process and make any recommendations for improvement. The Lead External Partner, Solution Tree Consultant, will give regular onsite and distance communication training and feedback. The School Support Team Leader, Sig Boloz (one of USOE's School Support Trainers) will make regular school visits and complete required quarterly and annual progress reports.

D.1.c. A procedure in place to identify and resolve future issues related to practices and/or policies; and

Any future issues related to practices or policies with the project will be addressed in the following way:

1. A thorough school appraisal will be conducted during the first two months of the 2011-12 school year. The school along with District support will use that information to determine what if any revisions or additions need to be made to the SIG plan. Any proposed changes will be submitted and approved by USOE.
2. The principal will meet monthly with the School Community Council to identify and troubleshoot any potential challenges.
3. The Elementary Supervisor will be on-site weekly to review the school's progress and any issues that need support with the Transformation. The Student Services Director will be in contact with both the Elementary Supervisor and principal several times during the month to help monitor the requirements and expenditures of the grant.
4. Members of the District ABC team will be on site at the school at least monthly. During which time they will conduct classroom walkthroughs using the "Grand Slam" data collection tool. They will work with the principal to support improved instruction and more effective programs.
5. The District ABC team will meet monthly to look at schools' data and in particular Tse'bii'nidzizgai's progress as well as any issues in regards with implementation. The Superintendent will be kept informed at least monthly about any issues.
6. Issues that require Board action or input will be identified and scheduled on the Board agenda.
7. Any needed revisions of the plan will go through USOE's approval.

D.1.d. Description of how the LEA will collaborate with key stakeholders to implement necessary changes (e.g. associations, administrators, local board of education, parents and other key stakeholders).

The **Association** will be invited to participate in any planning or information meetings regarding the SIG project. Association leadership meets on a regular basis with the Superintendent. Involvement with the project will be encouraged. The **District ABC Administrative Team** will be very visible and hands-on with support for this project (see previous descriptions). The **Board of Education** will be informed through both informal and formal channels to ensure they are engaged in the issues and supportive of the effort. Tse'bii'nidzizgai's **School Community Council (SCC)** will be a key group for parent involvement, but other groups such as the Indian Education Committee and Johnson O'Malley committee will be included. During the monthly SCC meeting, the principal will give updates and solicit input and questions from the parents.

In reviewing LEA SIG applications, the USOE will evaluate the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively. Only those LEA SIG applications that have a proficient description of how the LEA identifies potential barriers and how it addresses them will be considered. USOE will use the following criteria to identify approvable applications:

Inadequate LEA commitment to modify its practices and policies (scored 1 or 2 on the Checklist):

- The barriers to successful implementation of interventions are **not defined, minimally, or generally** defined.
- The plan to address the identified barriers is **not clearly defined**.
- The LEA description **does not demonstrate** sufficient commitment to work with **key stakeholder groups** to modify practices and policies, as necessary.

Proficient LEA commitment to modify its practices and policies (scored 3 or 4 on the Checklist):

- The barriers to successful implementation of interventions are **clearly defined**.
- The plan to address the identified barriers is **clearly defined**.
- The LEA description **demonstrates** sufficient commitment to work with **key stakeholder groups** to modify practices and policies, as necessary.

Much of the SIG funds are designated for Professional Development and planning. This infusion of foundation training and planning will jump start the improvement process. The District has been very committed to a high level of training for a number of years and will continue to leverage needed funding to sustain the resulting transformation of schools.

If teacher performance pay proves to be successful, the District and schools will analyze funding sources, in particular Title 1, to continue that incentive.

The District has committed to sustaining the SJSD/ABC Framework and has formed the LEA support team to ensure schools have both the support and oversight to continue to implement and refine the model. Increased school/teacher governance is part of both the SIG transformation and the PLC model and the District is committed to collaborative PLC team structures in all schools including transformation schools.

Part II: BUDGET

An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. NOTE: The amount of funds applied for must include a planned budget for each year of the three years of the grant. The LEA may apply for a minimum of \$50,000 per year per school for each of the three years of the grant up to a maximum of \$2,000,000 per year per school for each of the three years for a total of no more than \$6,000,000 over three years.

A. The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA). Quality budgets include the following:

1. The LEA provides a budget for each of the **three years** of the grant;
2. For each school included in the SIG application, the budget provides costs associated with the successful implementation of the intervention model selected (e.g. extended learning time, professional development, teacher recruitment and retention);
3. If the LEA plans to apply for SIG funds to support LEA efforts, the budget includes costs associated with LEA leadership and support of the school intervention models;

NA. The District will not be using funds to support LEA efforts. All resources will be directed at the school level.

4. The LEA budget includes costs for purchased professional services to ensure quality consultants to facilitate research-based reform;
5. The budget detail provides sufficient information to support budget requests; and
6. The LEA has considered any costs associated with program evaluation annually;
7. The LEA budget must include information regarding school improvement activities at the school or LEA level, for each Tier III school identified in the LEA's application.

NOTE: The SEA will annually review each LEAs budget prior to renewal of the grant.

BUDGET NARRATIVE

SALARIES

Performance pay for teachers.

15 teachers including Special Education, Heritage Language and Counselor.

Total possible is \$5,000 per teacher x 15 = \$75,000.

Performance Pay for Principal & Instructional Coach

Total possible is \$6,000 each or \$12,000 for both.

Hiring bonus for principal = \$10,000. Retention Stipend for principal years 2 & 3 = \$4,000 each year.

Total performance pay/recruiting bonuses = \$97,000 first year

Teacher training stipends:

PLC Summit-Solution Tree-Phoenix Arizona is \$200 per day stipend x 3 days = \$600 x 8 teachers = **\$4,800**

Year 1 - Summer Teacher Practicum = (4 days, 14 teachers @ \$200 per day) = **\$11,200**

Year 1- 1 day MAP computer adaptive assessment training = **\$3,200**

Years 2 & 3 - Summer Planning retreat, including Instructional Coach and Counselor = (4 days, 16 teachers @ \$200 per day)= **\$12,800**

. 5 FTE Instructional Coach Salary:

Master's Degree with up to 15 years experience-base salary of \$58,194 + 10% (instructional coach salary schedule) = **\$32,006** (3% increase in years 2 & 3 to cover step advancement).

.8 FTE Elementary Counselor Salary: \$49,009 (3% increase in years 2 & 3 to cover step advancement).

Master's Degree in Counseling

. 5 Data Management Salary: @\$12.76 per hr. x 3.5 hrs x 180 days (3% increase in years 2 & 3 to cover step advancement). Classified Para 4 Range = **\$8,038**

Total Salary Request for Tse'bi'ni'dzsigai Elementary (1st Year) = \$207,908

BENEFITS: @ .25% = \$51,977

Insurance for Instructional Coach and Elementary Counselor = \$19,200

CONTRACT SERVICES:

Lead External Partner-Solution Tree

\$6,500 per day on site consulting services x 4 visits (every other month) = \$26,000

\$1,700 for 90 minutes video conference x 4 meetings (every other month) = \$6,800

Solution Tree-Total = **\$32,800**

SST Leader & Appraisal Team

Sig Boloz will lead the Appraisal team effort and will also work with the school on a monthly basis. His consulting fee is \$1,300 per day x 13 days (5 for appraisal & 8 monthly days) = **\$16,900**

Two other team members will be paid \$800 per day for 2 days = **\$3,200**

Northwest Evaluation Association (NWEA) MAP

Purchase of assessment licenses 223 students x \$13.50 each = **\$3,010**

One day on-site training = **\$3,200**

Envision Math Consulting/Training

1 day on-site follow-up evaluation/training = **\$3,500**

TOTAL CONTRACT SERVICES FIRST YEAR = \$62,610

PROFESSIONAL DEVELOPMENT—PLC SUMMIT-SOLUTION TREE LAS VEGAS, NV (TRAVEL)

Registration Fee \$689 x 8 (7 teachers and 1 coach) = \$5,512

Total registration fees = \$5,512

Motel for 2 nights @ \$125 per night x 8 = \$1,000 x 4 nights = **\$4,000**

Per Diem \$36 per day x 8 x 4 days = **\$1,152**

Mileage @ .44 per mile 3 vehicles – 1,062 miles (round trip) = **\$1,401**

Travel:

Motel = \$4,000

PerDiem = \$1,152

Mileage = \$1,401

TOTAL PLC SUMMIT= \$12,065

TRANSPORTATION:

Years 2 & 3 only--afterschool 2 busses @ \$100 each per day x 144 days. = \$28,000 per year

Travel Instructional Coach 90 days Blanding-MonValley 216 miles = \$8,553 per year.

PARENT/COMMUNITY INVOLVEMENT:

Annual SIG Fall Dinner Event-250 people @ \$10 per person = \$2,000

SUPPLIES:

PLC professional books; refreshments for inservice=**\$3,400**

TOTAL BUDGET REQUESTED-FIRST YEAR:

Direct Costs \$361,660

Indirect Costs \$ 12,549

Total Costs \$374,210

Tse'bii'nidzisaigai Elementary School SIG Budget				
	Year 1	Year 2	Year 3	Grand Total
Salaries				
Performance Pay (15 teachers)	\$75,000	\$75,000	\$75,000	\$225,000
Performance Pay-Instructional Coach	\$6,000	\$6,000	\$6,000	\$18,000
Principal-Recruiting/Retention/Performance Pay	\$16,000	\$10,000	\$10,000	\$36,000
Teacher Stipends/PLC Summit	\$4,200	\$4,200	\$4,200	\$12,600
Teacher Stipends/MAP NWEA Training 1 day 15 teachers	\$3,045			\$3,045
Classified aides for SS Practicum assist-6 aides/6 days	\$2,520			\$2,520
Instructional Coach .5 FTE	\$32,006	\$32,966	\$33,955	\$98,927
Elementary Counselor	\$49,099	\$50,571	\$52,088	\$151,758
Data Management Specialist @\$12.76 per hr. x 3.5 hrs x 180 days	\$8,038	\$8,279	\$8,527	\$24,844
After-school Site Coordinator 2 hrs x \$25 x 144 days		\$7,200	\$7,200	\$14,400
After-school Paraeducators (2)—2 hrs X \$13 X 144 days		\$7,488	\$7,488	\$14,976
<u>Summer School Practicum</u>				\$0
Teacher Stipends (4 days, 14 teachers @ \$200 per day)	\$12,000			\$12,000
<u>Summer PD/Planning Retreat</u>				\$0
Teacher Stipends (4 days, 16 teachers @ \$200 per day)		\$12,800	\$12,800	\$25,600
SUBTOTAL	\$207,908	\$214,504	\$217,258	\$639,670
				\$0
Benefits- @ 25%	\$51,977	\$53,626	\$54,315	\$159,918
Insurance for Instructional Coach & Counselor	\$19,200	\$19,200	\$19,200	\$57,600
				\$0
Contract Services-External Partners				\$0
Lead Partner Solution Tree	\$32,800	\$32,800	\$32,800	\$98,400
School Support Team Leader-Sig Boloz @ \$1,300 per day				
5 days school appraisal (first year)				
8 days onsite monitoring.	\$16,900	\$10,400	\$10,400	37,700
School Support Team Appraisal members				
(2 external to district in addition to Team Leader)				
Consultant fees + travel expenses. —2 days @ \$800 per day.	\$3,200			\$3,200
ENVISION MATH-PEARSON TRAINING	\$3,500			\$3,500
MAP Assessment-\$13.50 x 223 students	\$3,010	\$3,010	\$3,010	\$9,030
MAP NWEA Training-@\$3,200	\$3,200			\$3,200
SUBTOTAL-Contract Services	\$62,610	\$46,210	\$46,210	\$155,030
				\$0
Professional Development				\$0

PLC Summit-Solution Tree				\$0
Registration Fee (\$689 x 8)	\$5,512	\$5,512	\$5,512	\$16,536
Travel -Las Vegas				\$0
Motel-8 rooms @ \$125 X 4 nights	\$4,000	\$4,000	\$4,000	\$12,000
PerDiem-\$36 x 8 x 4 days	\$1,152	\$1,152	\$1,152	\$3,456
Mileage \$.44 per mile- 1,062 miles-3 vehicles	\$1,401	\$1,401	\$1,401	\$4,203
SUBTOTAL-Professional Development Summit	\$12,065	\$12,065	\$12,065	\$36,195
				\$0
Transportation				
Afterschool 2 busses @ \$100 each per day x 144 days.		\$28,800	\$28,800	\$57,600
Travel Instructional Coach 90 days Blanding-MonValley216 miles	\$8,553	\$8,553	\$8,553	\$25,659
Total Travel				\$83,259
Parent/Community Involvement				\$0
Annual SIG Event (250 people)	\$2,500	\$2,500	\$2,500	\$7,500
Parent Involvement Supplies	\$2,000	\$2,000	\$2,000	\$6,000
SUBTOTAL	\$4,500	\$4,500	\$4,500	\$13,500
				\$0
Supplies				\$0
PLC support	\$3,400	\$3,400	\$3,400	\$10,200
Supplies for Summer Practicum	\$5,427			\$5,427
Total Supplies				\$15,627
Total Direct Costs	\$361,660	\$382,305	\$385,748	\$1,160,799
Indirect Costs @ 3.47%	\$12,549.60	\$13,265.98	\$13,385.44	\$39,201.02
TOTAL ALL COSTS	\$374,210	\$395,571	\$399,133	\$1,200,000

B. Align other resources with the interventions in the budget detail section of the application. The LEA SIG application must demonstrate that the LEA has committed other local, state, and federal resources to support successful implementation of the intervention model. A competitive LEA SIG application must include the following information:

1. A list of the financial resources that will support the intervention model (e.g., local, state, federal funds, and other private grants, as appropriate);
2. A description of how each of the financial resources listed above will support the goals of the school reform effort; and
3. A description of how LEA program personnel will collaborate to support student achievement and school reform.

Align other resources with the interventions.

B.1 & 2. Budgets are aligned in the District's Consolidated Plan (UCA) for these priorities. District financial resources are focused on the SJSD/ABC model in the form of:

- professional development for both teachers and administrators (Title I and Title IIA)
- 3 Tier Interventions for academics (Title I, Title I SIG, Title III, Student Success Block, IDEA, State Gifted and Talented, Youth Connections grant through Workforce Services)
- 3 Tier Interventions for behavior (Title I, Title IV, IDEA)
- 3 Tier Interventions for instructional coaching (Title I SIG, Title I)
- quality research based curriculum resources, such as: MY ACCESS, ELL, literacy and mathematics materials (Title I, Title III, IDEA).

B. 3. LEA Program Personnel have already formed a school support team. Members and role descriptions are found in the chart-page 33). The LEA support team was formed this year to support schools as they implement Professional Learning Communities. As Tse'bi'nidzsgai (Mexican Ha) Elementary has been identified as a Tier 1 school, the LEA team is committed to monitoring and supporting the schools' reform efforts. Support will include: principal and teacher supervision, monitoring the reform plan, providing data and information, finding needed resources, assisting with professional development plans and onsite coaching,

C. If applicable, the LEA has included costs associated with approvable pre-implementation activities designed to assist the LEA and school(s) in preparing for full implementation when the 2011-2012 school year begins.

1. All pre-implementation strategies and activities must have prior approval from the SEA and use the funds in accordance with Title I allowable expenditures. Examples of allowable pre-implementation activities:
 - a. Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
 - b. Rigorous Review of External Providers:** Properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

- c. **Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- d. **Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.
- e. **Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.
- f. **Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

C.1.e. Requested Pre-Implementation Professional Development includes:

- Three weeks summer Teacher Institute Training (*see page 17*).
- 1 day Computer Adaptive Assessment MAP training

C.1.f. Requested Pre-Implementation Preparation for Accountability Measures includes:

- School Appraisal—The LEA would like to complete this by May 2011 in order to be up and running with the full plan in August.
- The District requests purchase of the Computer Adaptive Assessment MAP (Northwest Evaluation Association) as well as the initial training day prior to August 2011. This will allow the school to begin progress monitoring from the beginning of the school year.

PART III: ASSURANCES

An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- ☒ Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- ☒ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- ☒ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- ☒ The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided.
- ☒ Report to the SEA the school-level data required under section III of the final requirements.
- ☒ The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. This appraisal must be conducted by an experienced School Support Team leader who is external to the LEA. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>

PART IV: WAIVERS

If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☒ “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.